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ABSTRACT

The middle school curriculum outlined in this guide places writing at the hub of the language arts program, with the other areas of English instruction arranged around it so that no area is studied in isolation. Literary genres, for example, are viewed as the written record of peoples' thoughts, and vocabulary study includes maintaining a vocabulary list from all language arts courses. The guide contains objectives for four components of the writing curriculum (content, organization, style, and technique) and teaching suggestions for language usage, speaking, dictionary skills, vocabulary development, history of the language, spelling, literature, and media and library skills. Ten appendixes contain recommended activities and related materials. A bibliography concludes the guide. (JM)

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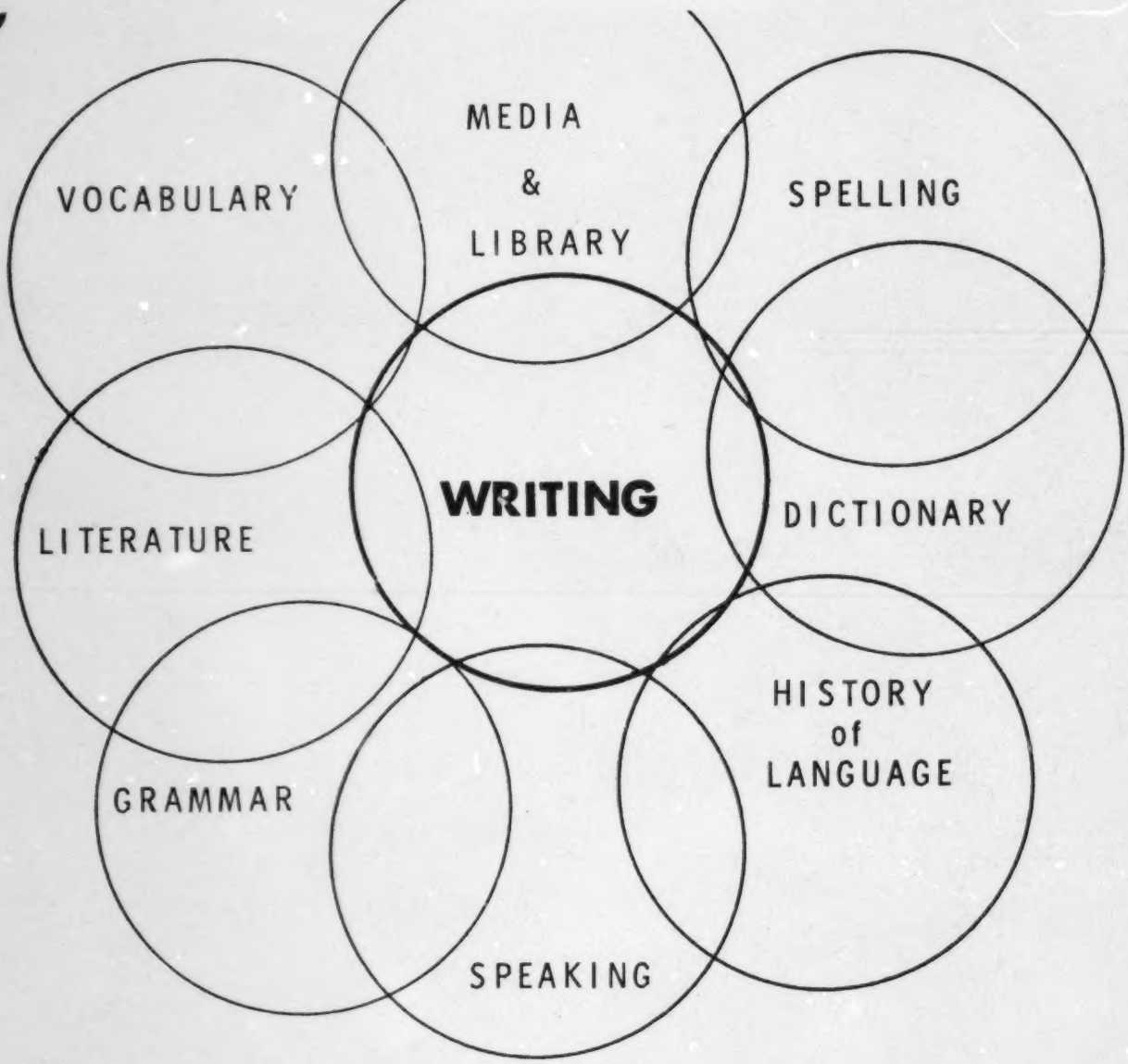

THE INTEGRATED LANGUAGE ARTS CURRICULUM

July 1976

Prepared by Fayetteville-Manlius Language Arts Teachers
Fayetteville-Manlius Schools
Manlius, New York

CS 003 335

July, 1976

TO: Middle School Language Arts Teachers

FROM: Mary Lou Dickinson

Listening, Speaking, Reading and Writing are all important components of a Total Language Arts Program.

The Curriculum on the following pages was prepared by Fayetteville-Manlius Language Arts Teachers after consultation with other teachers, and after many hours of research and discussion. It is designed to be used by all Fayetteville-Manlius Middle School Teachers starting in September, 1976.

Using this outline puts the emphasis in Language Arts on WRITING that is appropriate for Middle School Students and that is important for Fayetteville-Manlius.

You should use the terminology as listed and defined regardless of materials used for instruction. Consistency is important.

The bibliography included should be referred to as it is appropriate to the philosophy of the Curriculum.

You should keep notes as you use the Curriculum. At the end of the '76-'77 year, your input will be asked for as we review the Curriculum.

The Teachers who prepared this Curriculum are to be complimented for their work. I am sure it will help us all as we put an emphasis on Language Arts, particularly through WRITING.

THE INTEGRATED LANGUAGE ARTS

MIDDLE SCHOOL CURRICULUM

(A curriculum project completed for the
Fayetteville-Manlius School District
during the summer of 1976.)

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The objectives outlined in this curriculum are to be followed by all Middle School Language Arts teachers in the Fayetteville-Manlius School District. This curriculum is not without its errors and should be viewed as a first step toward better instruction in the teaching of Language Arts. Modification and refinement of this curriculum are essential. The committee seeks criticism of specific parts of the curriculum. During the year all Language Arts personnel at the Middle School level will be provided with several vehicles for communicating their questions, concerns, and constructive criticism of this curriculum.

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Writing - Centered Curriculum (6-8)

Like experimental science, sculpture, or high-diving, writing is a creative process whose fruit depends on the interrelation of the subject matter, its organization, and the style and technique of its presentation. A writing-centered curriculum places writing at the hub of the language arts program, and focuses on "other" areas of English as they bear directly on that hub. If we owe students one thing, it is a sense of coherence in a Middle School English program, a sense of unity in what might otherwise seem a pluralism of separate curricular strands. To treat spelling as a continuing testing of blocks of unrelated words, to treat vocabulary as lists of words (albeit sometimes in fabricated "contexts"), whose meanings must be "known", to treat figurative language as the poet's domain, to treat grammar as a vast labeling enterprise -- all this is to promulgate the student's perception of language arts as a course composed of disparate subjects. This might be expected, particularly in educational settings where we find little, if any, interplay between disciplines.

A writing-centered curriculum, however, serves to focus the seeming disparate elements of the language arts course. Interdisciplinary in outlook, this approach integrates materials from other disciplines into its design, and stresses the importance of applying learned skills in all subjects. An English essay on the historical figure Robert Malthus and his mathematical theory of population/food supply would be commonplace in such a program. The emphasis is not merely on literature as short stories, novels, drama, or poetry, but on literature as man's written record of his thoughts. Vocabulary and spelling are not treated in isolated fashion. The vocabulary necessary for the cognitive growth of students in all courses becomes the "vocabulary list" for that academic year. With the addition of certain spelling "demons", that vocabulary lists also serves as a core of words whose spellings should be learned. Arbitrary and unrelated words are not included in the curriculum. In terms of vocabulary development and spelling awareness, this integrative and interdisciplinary approach serves well the findings of experimental psychology. Forgetting is a phenomenon much discussed in learning texts, and what we might glean from current interference theory suggests that the more we tie together learning experiences from different disciplines, the more we promote long-term storage in our students. This entails a reassessment of our aims in teaching, and perhaps a reformulation of goals, but the net result is one of value.

Writing is probably the most personal of behaviors we encourage in our students. As such, its evaluation by teachers must be thorough and at the same time compatible with the skill level of the individual student. A writing-centered curriculum views writing as a personal act in which something to be said is laid out in a particular form using language for effect according to certain convention. Writing shapes up, then, as a content which is organized and presented in a style using particular techniques. By "technique" is meant the mechanical conventions such as punctuation, spelling, paragraphing, and such matters as agreement and tense.

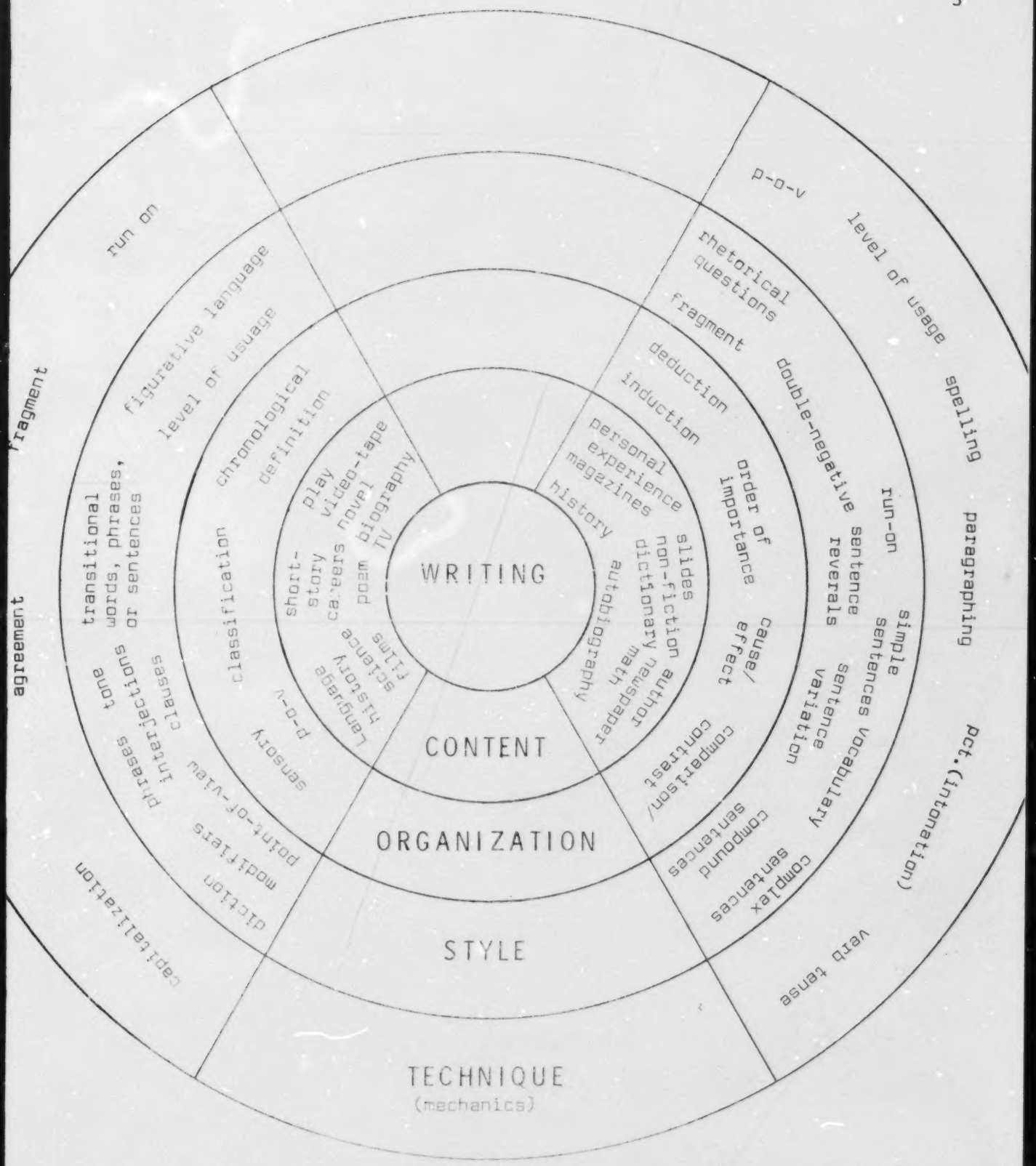
Evaluation of a product of behavior as complex as an essay is probably best served by addressing each of the component areas of writing. At one time or another, all of us have probably evaluated a piece of writing more on its technical accuracy than on any or all of the other components. Are 4 grades too many to assign a single piece of writing? Not if the grades are assigned according to a clear rationale. In fact, the student receiving, let us say, an A for content, C for organization, B for style, and F for technique will find more meaning in the teacher's feedback than if the teacher had simply assigned the paper a C+ and offered some verbal comments.

In the extreme case where a student's writing is "failing" in all 4 of the designated areas, it is recommended that 4 F's not be assigned, but that verbal comments be written to the student and followed up with a perosnal conference. This recommendation is made in full cognizance of the personal nature of writing, the inherent kinship between the writer and what is written. Totally negative reaction to a student's writing is often interpreted by the student as totally negative reaction to himself.

The task for the teacher evaluating written work is no small one. The reading alone is time-consuming and sometimes boring. The writing-centered curriculum proposes that papers, thoroughly evaluated, then graded or commented upon according to clearly spelled out rationale, will have the net result of making students aware of both our expectations and of their own strengths and weaknesses in writing. Once that awareness is instilled in students, our task of bringing about changes in writing behavior is facilitated.

Addendum

A strong recommendation of the writing-centered curriculum is that writing never be assigned to students as punishment. Aside from the fact that learning theory stresses the futility of punishment in effecting behavior change, the mere association between punishment and the personal act of writing serves to undermine the positive and self-actualizing nature of the writing-centered curriculum.



The Writing-Centered Curriculum Chart

PRE-WRITING

Writing is communication; it is not an exercise in mechanics. Good writing requires: powers of observation, creative thinking, and feeling for words and language. Writing must be stimulated through pre-writing activities. Without time for pre-writing observations, discussions, and thought, the individual will have little desire to say anything. The student needs a subject and a desire to say something about it.

What follows is a list of activities to stimulate writing compiled by Robert L. Hillerich at National College in Evanston, Illinois:

1. "If I were..." (e.g., a pencil, an old tennis shoe, etc.)
2. "What if ..." (all the world were green; snow were ice cream, etc.)
3. Favorite sounds (onomatopoetic words); smells (sensory words)
4. What is (soft, hard, etc.)? What is (softer, harder, etc.) than...
5. A visitor from outer space sees our world. (metal monster kidnaps humans - car), etc.
6. A (worm's) eye view of (a boy digging for bait), etc.
7. On the spot reporter: take a book event and write about it as if you were there and it happened in your town.
8. Newspaper headlines: write a headline relating to a book or to an event at school. (Relates to form class vs. structure words)
9. Daffy dictionary: Make a nonsense dictionary, including pronunciations and meanings. Write a story using some of the nonsense words.
10. Mixed up animals (Elehare = elephant/hare; Tigeroo = tiger/kangaroo, etc.) Tell how they got that way, what they do, etc.
11. How is a (watermelon) like a (mouse)? Strange comparisons. (See Making It Strange, Harper)
12. An exchange of letters between favorite book characters. (e.g., Paul Bunyan to Captain Stormalong)
13. A new ending for a favorite story.
14. A new adventure for a favorite character.

(see Appendix "D" for further pre-writing activities)

"CONTENT"

Objective: the student should write on a variety of subjects such as science, television, or the novel, as shown in the "CONTENT" circle of the writing curriculum chart.

During the Middle School years the student will experience writing derived from a variety of sources. These sources will include literature, personal experience, media, and material used in other disciplines. The Language Arts teacher should utilize as many sources that flow from the students' interests and the direction of the year. All subject matter is a potential source for student writing. As a matter of course, the 8th grade student experiences more writing relating to literature than the 6th grade student; a strong team structure at any given level presents a higher frequency of interdisciplinary writing.

Topic selection that is meaningful and useful is essential to good writing. The teacher should seize the topics that offer relevance, meaning, and interest, and not attempt to force students to respond to artificial or hackneyed themes. When the subject is found that inspires or demands the written form, then the student is ready to choose the organization, style, and technique needed to successfully communicate the matter at hand.

"ORGANIZATION"

Organization is the arrangement of subject matter into some order. All of the organizational methods designated on the writing curriculum diagram may be employed at any of the grade levels in the Middle School. To insure that all students receive specific instruction on a few of the approaches, each grade level will teach specific methods of organization.

Objective: by the end of 8th grade the student shall have received instruction in the following approaches to organization:

chronological	(6)	classification	(7)
importance	(6)	deduction	(8)
definition	(6)	induction	(8)
cause & effect	(7)	comparison	(8)
sensory	(7)	contrast	(8)

"STYLE"

Alfred North Whitehead stated that style "prevades the whole being". The complexity of the element of style makes the teaching of style a difficult task. The style of a writer is what makes him unique, and responses to style must be as unique and individualized as the style itself. It is difficult to speak of the level of style developed by a child at any given grade level. Because a child is placed in a 6th grade classroom does not mean that the teacher can expect a "6th grade style" in his writing; nevertheless, certain aspects of style will be focused on by the teacher at each grade level. The approach to style and writing by the teacher must be on an individual basis. The teacher must respond to the student author and develop those elements of style that are judged appropriate.

Objective: by the end of 8th grade, the student should have received instruction in the following elements of style:

vocabulary (6)
figurative language (6)
modifiers (6)
sentence variation (length) (6)
simple sentences (variation of main parts) (6)
tone (7)
levels of usage (7)
transitional words (7)
diction (7)
fragment (7)
compound sentences (8)
transitional phrases and sentences (8)
point-of-view (8)
clauses (8)
phrases (8)
rhetorical questions (8)
complex sentences (8)
run-on (stylistic use) (8)
fragment (stylistic use) (8)
double negative (8)

"TECHNIQUE"

(Mechanics or Grammar)

The practice of teaching grammar in secondary schools has been filled with variety, controversy, and great emotion. Freedom and Discipline in English, the 1965 publication of the College Entrance Examination Board, concluded:

> ...since grammatical study can be both illuminating and useful, it should ordinarily be made a part of the curriculum in such a way as to exploit its potential usefulness. This means that learning the names of grammatical elements should coincide with the use of those names in meaningful activity, not in drill for the sake of drill; that complexities of syntax should be identified and their functions made apparent as they are encountered, as well as in anticipation of such encounters; that constant application rather than yearly review should be the means of keeping grammatical knowledge and terminology active; ...[1]

The study of grammar must enhance communication between students and teachers dealing with problems in writing and speaking. The curriculum committee believes that a minimum of terminology should be mastered by students at the Middle School level.[2] Student writing must be the source for language study. It is in this context that meaningful growth in the student's understanding of his writing and the linguistic principles of his native language can and will occur. See Appendix "A" for the current abridgement of teminology.

When does one teach the run-on, the fragment, or proper puncuation? At the time the individual student demonstrates the need and is capable of comprehending the concept! Certain concepts of language involve higher levels of thought and abstraction. Keeping this in mind, the curriculum committee has assigned certain principles and terms to each grade level.

---

1 Freedom and Discipline, C.E.E.B., N.Y., Princeton, N.J. 1965, p. 30.

2 "The common assumption of school grammar seems to be that everything needs a label, and every label a definition. The proper principle is rather that we must provide just as many terms as contribute to clear and decisive discussion, and no more. Moreover, no term is to be admitted until AFTER its referent is understood." See Gleason, H.A.Jr.

Objectives: At the conclusion of 8th grade, the student will be able to do the following:

Recognize and use the proper and common nouns in relation to proper capitalization in writing. (6)

Correctly use the pronoun in written and spoken form. (6)

Understand the time shifts in the verb (tense change). (6)

Understand the function of adjectives through application in student writing. (6)

Recognize noun pointers. (6)

Identify adverbs as describing adjectives, verbs, or adverbs. (6)

Recognize and use abstract nouns in writing and in the reading of literature. (7)

Recognize and use the possessive pronoun. (7)

Understand the use of regular and irregular tense changes. (7)

Understand and practice agreement between subject and verb. (7)

Recognize and correct the improper changes in tense when writing. (7)

Form adverbs from adjectives through student writing. (7)

Form adjectives from nouns. (7)

Use and understand coordinating conjunctions when varying sentence length. (7)

Recognize and use the interjection. (7)

Correctly use and recognize point of view in reading and writing based on the understanding of the pronoun. (8)

Understand the function of an adjective phrase through application in student writing. (8)

Understand the function of an adverb phrase through application in student writing. (8)

Use and understand subordinating conjuctions. (8)

Usage

The problems of usage occur and remain unsolved for the first grader and the linguistics scholar. Language is dynamic and complex which makes usage a difficult but interesting part of the teaching of English. Rather than list many rules for usage to be learned by each grade, the curriculum committee believes it would be of greater benefit for teachers to concentrate on the concept of usage and to attack problems of usage on an individual basis.

Middle School Language Arts teachers should attempt to show students "how a sentence operates, both in speech and in writing - why and how, for instance skillful writers avoid dangling modification, arbitrary tense and subject shifts ... and ways of expanding and varying the patterns they already have." [3] It is an enormous and difficult task; one that requires a precise understanding of acceptable forms and the many levels of usage at work in our society.

---

3 Freedom and Discipline, p. 35.

Speaking

The development of the aspects of writing in terms of "content", "organization", "style", and "technique" shall be applied to the aspects of speaking. The speaker should secure subject matter from all avaliable sources ("content"), "organize" his materials using the same methods employed for writing, consider the aspects of "style" (specifically: variable sentences, vocabulary, figurative language, level of usage), and be aware of proper techniques.

Specific techniques to be taught and refined by the conclusion of the 8th grade:

1. Loudness (volume of voice)
2. Intonation (varying voice levels)
3. Physical appearance (posture, stance, etc.)
4. Gesture
5. Use of visual aids
6. Eye contact with audience

Dictionary Skill and Vocabulary

The function of the dictionary should be woven into the fabric of the total curriculum. If dictionary skills are associated with the history of the language, vocabulary, grammar, speaking and writing, a logical coherence of skill and utility should occur in the mind of the student. Dictionaries do not exist today for the purpose of settling spelling disputes. The student and teacher may find the preface to Webster's Third Dictionary (1961) invaluable for gleaning the "new" functions of dictionaries. It is strongly recommended that teachers use more than one type of dictionary. Familiarity with only one dictionary does not give a student an adequate introduction to the study of words.

For sample class activities involving the dictionary, refer to Appendix "G".

Objectives: By the conclusion of 8th grade, the student should be able to:

Use the table of contents (6)
Use guide words to the best advantage (6)
Locate an item in an alphabetical listing (6)
Identify the part(s) of speech of a given word (6)
Identify meanings for common abbreviations (including those used in dictionary entries) (6)
Identify the most commonly used meaning of a word (6)
Locate spellings or alternate spellings of words (6)
Find antonyms and synonyms of given words (6)
Pronounce a given item using a pronunciation key (7)
Identify syllables (7)
Locate and use a listing of proper names (geographical and biographical) (7)
Identify several meanings of a word (7)
Identify an archaic meaning of a word (8)
Identify the linguistic source of a word (8)

The dictionary vocabulary is to be included in the vocabulary-spelling list for each grade level. The number beside each term indicates the grade level at which the term is to be taught.

noun (6)
pronoun (6)
verb (6)
adverb (6)
adjective (6)
synonym (6)
antonym (6)
syllable (6)
plural (6)
singular (6)
guide words (6)
consonant (6)
vowel (6)
prefix (6)
suffix (6)
root (6)
preposition (7)
interjection (7)
Anglo-Saxon (7)
borrowing (7)
homonym (7)
slang (7)
usage (7)
level of usage (7)
main entry (7)
accent (7)
stress (7)
unstressed (7)
linguistics (7)
phonetic (7)
Old English (8)
Middle Snglish (8)
Latin (8)
Germanic (8)
archaic (8)
colloquial (8)
standard English (8)
dialect (8)
cross-reference (8)

Vocabulary

The writing-centered curriculum recognizes the direct bearing of vocabulary growth on student cognitive development. Vocabulary that ties directly with subject matter at hand - be it on the single discipline or team level - is much preferred to vocabulary exercises based on artificial contexts that do not reinforce learning of pertinent subject matter. Bearing in mind that students have different vocabularies for different speaking or writing occasions, it is suggested that a "working vocabulary" approach be taken, with vocabulary items appearing in genuine educational contexts. In this light, a vocabulary list should reflect the subject matter (principles, concepts, and facts) of a given year's study, rather than the arbitrary selections of a vocabulary - book - writer whose contact with our curriculum is non-existent.

Included in the Middle School working vocabulary should be words and terms from grammar study, from dictionary study, from spelling, from literature and of course from writing. It is further recommended that vocabulary items from other disciplines be integrated.

History of Language

Language Arts teachers can hardly avoid delving into many facets of the development of our language. The language of 1976 is slightly different from the language used in 1966 and quite different from the English of the 16th century. Students catch glimpses of "old" books, hear phrases and words that are queer to their ear, and are bombarded by words that are clipped and compounded to help sell razor blades or fried chicken. Why? How? When? Where? are asked of words and their changing meanings and spellings. As teachers of our native tongue we should provide some answers to our young linguists. There is a rich heritage in the English language and Middle School students need knowledge of the forces and processes that have shaped and will continue to change the use and appearance of the English language.

Objectives: By the end of the 8th grade the student should have recieved instruction on all of the following aspects of language:

Origin of language - explanation of several theories (6)
Evolution of language from oral communication to the written word (6)
Awareness of unwritten languages and non-verbal languages (6)
Definition of language (6) [4]

Introduce the "tree of languages" and the relation of English to other world languages (7)
Origin of English (7)
Levels of usage and effects of time on usage (7)
Dialects (regionalisms) in the United States (7)

Processes of change in English: borrowings, meanings, new words, compound words, etc. (8)
Readings (oral) in Old English, Middle English, and Early Modern English (8)

4 A language is an organized system of sounds used by people in a given culture. It is understood that certain languages (such as sign language) do not necessarily make use of sound.

Spelling

Spelling awareness should be an ongoing and continuous process in all disciplines and on all grade levels. The learning of proper spelling is most beneficial when it is an integral part of the total program. Since the core of this curriculum is writing, the spelling of words is a continuous experience for the student.

On the Middle School level, eight basic spelling rules will be taught and reinforced at each grade. The curriculum committee has carefully selected only a few of the many rules that assist in the spelling of English. Research indicates that "rules offer only limited help in the teaching of spelling (and) to be effective, the rules must apply to many useful words and have few exceptions". 5

A core word list has been established for the Middle School, consisting of approximately 350 words, and should function as the core of a much larger list. The minimum expectancy for each level is indicated on the core word list. The expansion of the spelling list should be carried out by each individual teacher. Literature, other disciplines, student writing and any other source should be used to expand the list. The core list is derived from the New York State curriculum, Merrill Word List, Warriner's English Grammar, and several teacher-generated lists from Wellwood and Eagle Hill Middle Schools.

Refer to Appendix "B" for activities and suggested methods for teaching spelling.

Spelling Rules

1. Double the final consonant before a suffix that begins with a vowel if both of the following conditions exist: a. the word has only one syllable or is accented on last syllable; b. the word ends in a single consonant preceded by a single vowel.
   e.g. plan + ing = planning
   forget + ing = forgetting
   cancel + ed = canceled

2. Drop the final "e" before a suffix beginning with a vowel.
   e.g. care + ing = caring

3. Write "ie" when the sound is $\bar{e}$, (except after "c")
   Write "ei" when the sound is $\bar{a}$
   e.g. receive
   weight

4. With words ending in "y" preceded by a consonant, change the "y" to "i" before adding a suffix not beginning with "i".
   e.g. hurry = hurried

---

5 J. Stephen Sherwin, "Research and the Teaching of English". The English Record, Dec. '70, p. 39.

5. Words ending in "y", preceded by a consonant, change the "y" to "i" when adding: fy, ful, ly, ness, hood, ment.

6. The plurals of nouns ending in "y" preceded by a consonant is formed by changing the "y" to "i" and adding "es".
   e.g. fly = flies

7. When the prefix is added to a word, the spelling of the word itself remains the same.
   e.g. un + necessary = unnecessary

8. The plural of nouns ending in "y" preceded by a vowel is formed by adding an s.

Spelling Core List

again (6)
occurred (7)
character
you're
unusually (7)
all right (6)
already (6)
really (7)
a lot
there
stories
finally (7)
although (6)
always (6)
accident (7)
occur (7)
scene
it's
author
necessary (7)
your (7)
you're (7)
their (7)
because (6)
before (6)
beginning (6)
believe (6)
sincerely (7)
lonely (7)
business (7)
bought (6)
brought (6)
chocolate (6)
happiness (7)
receive (7)
two
presence
possession
losing
tale
intelligence
choose (6)
cough (6)
country (6)
cupboard (6)
ceiling (7)
receipt (7)
deceive (7)
chief (7)
debt (6)
desert (6)
sessert (6)
does (6)
bodies
created
history

dictionary
speech
groups
equally
essay
enough (6)
false (6)
favorite (6)
Fayetteville (6)
forty (6)
friend (6)
grammar (6)
here (6)
mischief (7)
believe (7)
friend (7)
yield (7)
field (7)
essay
writing
its
too
loose
sense
weather
hour (6)
imagine (6)
immediately (6)
beautiful (7)
thankful (7)
grateful (7)
instead (6)
it's (6)
jealous (6)
horrible
delicious
lightning
misspelled
presence
were (6)
making (6)
many (6)
minute (6)
neighbor (7)
permitted (7)
weight (7)
vein (7)
closely
seen
closing
background
introduce
countries (7)
turkeys (7)
valleys (7)
attorneys (7)

Onondaga County (6)
our (6)
please (6)
pretty (6)
probably (6)
problem (6)
quite (6)
appear
feature
relief
handsomely
written
tries
presents
whether
choice
committed (7)
whose (7)
studying (7)
who's (7)
swimming (7)
planning (7)
running (7)
writing (7)
coming (7)
image
jury
discussed
vetoed
wandered
simile
greasiest
already
hundred
acquired
poetry
stopping(7)
hoping (6)
losing (7)
carries (7)
tries (7)
remember (6)
rough (6)
said (6)
sandwiches (6)
separate (6)
sincerely (6)
cities (7)
families (7)
carrying (7)
studying (7)
worrying (7)
hurried (7)
married (7)

beginning (7)
admitting (7)
introduce
happening
toward
currently
discuss
necessary (6)
nickel (6)
often (6)
skiing (6)
patients
disappointed
various
comma
ronque
relieved
English
biography
foreign
ninety
fiery
ability (7)
appeared (7)
area (7)
arriving (7)
awful (7)
basement (7)
straight (6)
suppose (6)
surprise (6)
Syracuse (6)
temperature (6)
their (6)
conflict (7)
compare (7)
dangerous (7)
destroy (7)
different (7)
direction (7)
discover (7)
eighth (7)
dried (7)
emptied (7)
where (6)
whether (6)
though (6)
thought (6)
through (6)
which (6)
women (6)
too (6)
language
silence
chosen

forward (7)
greatest (7)
quality (7)
interesting (7)
language (7)
laugh (7)
together (6)
tough (6)
truly (6)
upon (6)
until (6)
usually (6)
write (6)
writing (6)
library (7)
lying (7)
addresses (7)
amount (7)
avenue (7)
college (7)
future (7)
wholly (7)
hole (7)
opinion (7)
entering
wreck
grammar
apostrophe
though
people
cafeteria
rights
Eagle Hill (6)
Wellwood (6)
New Year's Day (6)
St. Valentine's Day (6)
Easter (6
Memorial Day (6)
Independence Day (6)
Labor Day (6)
Columbus Day (6)
Thanksgiving Day (6)
Veteran's Day (6)
Christmas Day (6)
course
acquitted
unlikely
brake
united
orally
chief
location
material (7)
mistake (7)

failure (7)
following (7)
neither (7)
parties (7)
nickel (7)
dollar (7)
penny (7)
metal (7)
opposite (7)
written (7)
valuable (7)
useless (7)
through (7)
theif (7)
Monday (6)
Tuesday (6)
Wednesday (6)
Thursday (6)
Friday (6)
Saturday (6)
Sunday (6)
stomach (7)
someone (7)
sentence (7)
scene (7)
sense (7)
remember (7)
January (6)
February (6)
March (6)
April (6)
May (6)
June (6)
July (6)
August (6)
September (6)
October (6)
November (6)
December (6)
breakfast
inherit
scissors
writers
coarseness
fifteenth
twelfth
quizzes
rainy(7)
promise (7)
practice (7)
possible (7)
position (7)
plain (7)
decide (7)

describe (7)
difference (7)
earliest (7)
everything (7)
Jan. (6)
Feb. (6)
Apr. (6)
Aug. (6)
Sept. (6)
Oct. (6)
Nov. (6)
Dec. (6)
Mon. (6)
Tues. (6)
Wed. (6)
Thurs. (6)
Fri. (6)
Sat. (6)
Sun. (6)

Note: The word list is intentionally random. The rationale for this is that words are best taught by a system designed by each teacher. (e.g., group words for reference to a specific rule, or for dictionary work, or for the study of some aspect of the history of language).

Words designated 7th or 8th grade level may be learned by students at the 6th grade level at the discretion of the teacher.

A word may appear two or three times on this master list. This is to intentionally emphasize certain words that are continually misspelled.

INTERDISCIPLINARY GROUP REPORT

What follows is a summary of skills used in other disciplines that relate directly or indirectly to the teaching of Language Arts in the Middle School. The information stated below originated from an interdisciplinary committee (English, science, math, social studies and reading teachers). The charge of the committee was to describe skills used in their discipline at the Middle School level that may correlate to skills taught by the Language Arts teacher.

Basic skills employed in other disciplines relating to Language Arts are:

Social Studies: note taking (the summarizing of information in individual short hand); interviewing and how to ask questions; listening accurately and within the framework of communication rules; writing the paragraph, focusing on one topic and writing for the appropriate audience; conceptual arrangements and manipulation: chronological, cause and effect, and priorities.

Science: speaking skill - ability to lead and be a spokesman for a group; summarization of prose and new data to be delivered orally and in written form; collection of data - accurate descriptions, separation of facts and opinions; word understanding - recognition of roots, suffixes, and prefixes; problem solving.

Math: recognition of math as a language; speaking - converting math terms and figures into prose; the process of defining.

Reading: many correlations (see Reading and Language Arts Curriculum)

*Specific skills needed and used by all:

1. How to use resources in a library effectively.
2. Understanding of "context" - how "the parts are related to the whole".
3. Outlining for writing, speaking and organization.
4. Need for constructive fantasy and future oriented thinking.

Literature

Literature is a major component of the writing-centered curriculum. Most English teachers find much pleasure and excitement in the teaching of literature. It is this delight and interest in reading that the English teacher strives to communicate to his student. The enjoyment and appreciation of a work of literature depends on the student's recognition of certain literary elements and processes.

Objectives: By the conclusion of the 8th grade the student shall have experienced the following forms of literature.

Short story (6)
Novel (6)
Auto-biography (6)
Drama (7)
Poem (7)
Biography (7)
Essay (7)
Memoirs (8)

Objectives: By the conclusion of the 8th grade the student shall have received instruction in all of the following literary elements:

Setting (6)
Plot (6)
Characters (6)
Mood (6)
Characterization (7)
Theme (7)
Flashback (7)
Conflict (7)
Rising and falling action (7)
Climax (7)
Foreshadowing (8)
Imagery (8)
Symbolism (8)
Literal language (8)
Figurative language (8)
Denouement (8)
Point of view (8)
"Style" - all other elements defined in the "style" segment of the writing chart. (8)
"Organization" - all methods defined in the "organization" segment of the writing chart. (8)

Literature Selections

The use of particular pieces of literature changes rapidly from year to year. Many selections are taught and re-evaluated and deleted or moved to another grade level. To facilitate free exchange of teaching material and books, the following list of books presently used in the Middle Schools has been included. This is a partial listing. A revised list will be issued in the fall. It is recommended that the list be revised and updated at the beginning and conclusion of each academic year.

Rascal
Christmas Carol
The Adventures of Tom Sawyer
The Loner
Cops Son
Rodeo Road
Jenny Kimura
The Outsiders
Old Man and the Sea
Ox: Story of a Kid at the Top
The Red Pony
Death Be Not Proud
That Was Then, This Is Now
Light in the Forest
Swiss Family Robinson
My Side of the Mountain
The Survivor
Island of the Blue Dolphin
Fantastic Voyage
Time Machine
Andromeda Strain
The Day of the Dolphin
Old Yeller
Savage Sam
Call of the Wild
White Fang
Sounder
Born Free
The Pigman
The Pushcart War
Life Among the Savages
Triple Trouble for Rupert
Cheaper by the Dozen
Shane
Edgar Allen
The Fog Tiptoes in on Little Pig's Feet
A Single Light

Addendum

The area of literature may present some difficulty for the 6th grade teacher. To assist in the transition from a K-6 curriculum to a 6-8 Language Arts curriculum, the following recommendations have been made.

1. A list of suggested novels for the 6th grade is included. The 6th grade teacher should examine the list and choose one novel for use in class, if possible.

2. Several short stories should be selected and taught with appreciation for their literary value and not as part of the developmental reading program.

3. An attempt will be made in each Middle School for an English teacher to assist 6th grade teachers in developing materials and strategies for teaching literature.

Possible 6th grade selection (based on recommendations of the curriculum committee and "4-6 bibliography" of the N.Y. State curriculum):

My Side of the Mountain
Island of the Blue Dolphin
Old Yeller
The Wind in the Willows
A Wrinkle in Time
The Endless Steppe
The Pushcart War
The Helen Keller Story

Media and Library Skills

A curriculum that attends to the needs and interests of young people must be cognizant of the forces and materials affecting them. It is advisable for students to express themselves through various media: films, audio tapes, slides, videotapes, graphics as well as writing paragraphs and poetry. The use of these mediums involves the interplay of research, writing, speaking and listening skills.

Objectives: By the conclusion of the 8th grade the student will have received instruction in the following:

Newspaper

-distinguish between fact and opinion
-compare and contrast Syracuse papers with the New York Times or National papers
-analyze editorials and editorial techniques
-understand the function of headlines and titles
-understand the function of the main parts of the newspaper

Television

-understand the organizational complex of T.V. - e.g. networks, financial system, electronics, program production
-critique 3 types of shows
-analyze T.V. commercials for techniques of persuasion and the manipulation of words

Audio Tapes, Records and Radio

-practice in listening to and criticizing his/her own voice
-experience a radio drama and its unique elements
-associate the mood created by music with the mood created by the written word

Film

-identify the purpose of a particular film or other forms of media
-recognize organizational patterns in film as defined in the organization segment of the writing chart
-identification of elements in film that are found in literature, such as, the plot, setting, characterization, theme or other elements listed in the literature section of this curriculum

Reference Tools and Library Materials

The student should be able to use the following in seeking and processing information:

1. libraries: school, village, university
2. card catalog and three types of cards
3. Dewey Decimal and Library of Congress systems
4. Reader's Guide to Periodical Literature
5. Encyclopedias
6. Yearbooks: Almanac, Information Please Almanac
7. Current Biography/Who's Who in America
8. Oxford English Dictionary
9. Periodicals: leisure and recreation; academic; technical; informational
10. Dictionary of Synonyms; Theasaurus
11. Atlases
12. Parts of a textbook:
    - A) Table of contents
    - B) Index
    - C) Glossary
    - D) Chapters and sections and sub headings
    - E) Bibliography
    - F) Footnotes

Evaluation

The individual teacher must devise instruments for evaluating the student's knowledge of the objectives taught that are stated in the writing centered curriculum.. Continuity between the method of teaching and the method of testing should be established. Research has proven that frequent and continuous feedback to the student will promote learning.

When the teacher is evaluating writing, care should be taken to communicate clearly and concisely. The list of evaluation symbols and the suggestion for evaluating writing using four grades is included in this curriculum to help facilitate better communication between teacher and student.

Evaluation of the total curriculum cannot be accomplished with existing standardized tests. A proposal will be made to secure additional time for the purpose of developing a testing instrument. The evaluation method must focus on the student's writing and include testing on the various aspects of language and literature delineated in the Middle School Curriculum.

TERMINOLOGY FOR LANGUAGE ARTS 6-8

The following words and definitions will be used by teachers when dealing with student writing in the areas of technique and style. By having all Language Arts teachers using uniform definitions and terms, consistent and continual reinforcement of key ideas will occur. At the conclusion of 8th grade, all students should have mastered the use and meaning of these terms through application in their own writing. The appropriate terms for each grade level shall be included in that grade's vocabulary/spelling list.

NOUN - a word that stands for a person, place, thing, idea or quality.

VERB - an action word. (1)

ADVERB - a word that describes a verb, adjective, or other adverb.

ADJECTIVE - a word that describes a noun or pronoun.

PRONOUN - a word that substitutes for a noun.

PREPOSITION (7) - a word that begins a phrase that ends with a noun or pronoun. (2)

CONJUNCTION (7) - a word that joins words or groups of words.

INTERJECTION (7) - an emotional exclamation using one word that is separate from the rest of a sentence.

NOUN POINTERS - the words "A", "AN", "THE". (3)

PHRASE - a group of words that work together.

CLAUSE (8) - a group of words containing a subject and a verb and used as part of a sentence.

SENTENCE - a group of words containing a subject and a verb and used to express a complete thought.

SUBJECT - "who" or "what" a sentence is about. (4)

DECLARATIVE - statement.

IMPERATIVE - command.

INTERROGATIVE - question.

EXCLAMATORY - exclamation (strong feeling).

TERMINOLOGY FOR LANGUAGE ARTS 6-8

PLURAL - more than one.

SINGULAR - one.

RUN-ON - a group of 2 or more complete sentences punctuated incorrectly.

SENTENCE FRAGMENT - a group of words that does not express a complete thought.

TENSE - the time (past, present, or future) expressed by a verb. (5)

(1) words referred to as "helping verbs", "linking verbs", "auxiliary verbs", "state of being verbs" are to be considered as verbs, as part of a verb phrase, or as the main verb. K-5 will focus on subject/predicate parings while 6-8 will focus on subject/verb parings. K-5 will distinguish between " action verbs" and "state of being verbs".

(2) the prepositional phrase should be introduced in conjuction with the preposition to avoid confusion with phrases beginning with an article.

(3) noun pointer is used in place of the term "article".

(4) for 8th grade students the definition would be expanded to include "clause".

(5) the concept behind the terms "regular" and "irregular" verbs will be treated as it relates to tense in actual sentence patterns.

A Procedure for Teaching Spelling

If in the course of a pretest, "business" is misspelled, have the student write the word in syllables, bus i ness.

1. The student writes the misspelled word in syllables, and as he writes each syllable he says that syllable aloud. This is done as many times as the child feels it is necessary for him to learn the word. Each time he writes the word he covers it over with his hand or a sheet of paper.
(Note: Experience has shown that the average speller needs to write the word in syllables about 8 times.)

2. When the student feels that he knows the word, he writes and pronounces the word several times. The student writes the word without breaking it into syllables.

3. The student then writes a sentence using the misspelled word. The sentence clearly shows that he has command of the word and its meaning.

e.g. The man's restaurant business is flourishing.

4. The student is now ready to enter this in a list of words entitled, "Words Learned".

5. The student reviews the newly entered word daily for the first 2 or 3 days. After this, "business" is reviewed once a week for a couple of weeks.

After this procedure, the word should be committed to memory. A student should now be able to spell the word orally in syllables. For any word missed again, the student goes back to writing the word in syllables.

Jim Hall, E.H.

Dictionary & Spelling Reference

Alternate Spellings for Common Initial Sounds of Words

Sound	Spellings
f	fat, phrase
g	go, ghost, guest
h	he, who
j	jam, gesture
k	coat, chemistry, kind, quiet
n	gnaw, knife, mnemonic, no, pneumonia
r	run, rhythm, wrong
s	cent, psychology, say, scent, schism
t	ptomaine, tell, Thomas

WRITING/SPEAKING ACTIVITIES

The following activities were compiled by the Bureau of English Education, N.Y. State Education Department.

The activities outlined here are not meant to be used as isolated events. Teachers may find some that will help motivate a particular unit, or some that help them reach the goals for the unit, or some that trigger new and better ideas of their own.

Probably no one ever devised an activity which gained unqualified enthusiasm from every member of the class. However, each of those mentioned here has been successful with a large number of students who previously had shown little interest in what was going on in the English classroom.

1. Use the newspaper intensively one day a week. Have the students look for one key thing each week, for example, a want ad to answer, an editorial or letter to the editor to respond to, a cartoon to explain, a news item to turn into a short story, found poetry or words to form a mini-dictionary.

2. Create a TV guide. Students view four or five TV programs and then evaluate then by producing a TV Guide that indicates the nature of each program, the audience for whom it is intended, and a critique of the program. The students may share guides, discuss programs, perhaps develop criteria for evaluating programs.

3. Use a driver's manual, used car buying guide, or a copy of motor vehicle laws for language arts activities.

4. Have students bring to class three consecutive issues of any magazine they or their parents subscribe to. (The teacher may have to bring some and beg some from friends.) Have students use the ads to create stereotypes, for example, the stereotype housewife, teen-age boy or girl, successful businessman. The activity could lead to a discussion of advertising, or of stereotypes in fiction, or to writing activities.

5. Make a student at a time responsible for the bulletin board for a week. Each week the photo, cartoon, quote, joke, ad, and poster of the week could be posted and perhaps become the basis of a writing assignment.

6. Ask students to pretend they are leaving a box of objects (no books or papers) for future archeologists to find and deduce what life in a particular community was like in this decade. Groups or individuals could make decisions,and writing or speaking activities should follow. Variation: each person decides what he or she would put in a box to symbolize what he or she is like as an individual.

7. Have students arrange songs and poems with appropriate mood music to illustrate a particular theme. The themes could be derived from literature or from the students' own lives.

8. Have students write directions for making a peanut butter sandwich. Have someone role play the part of a French chef who has never seen a peanut butter sandwich. He makes the sandwiches, following the directions exactly, even if he has to spread the peanut butter with his hands, or put the jar of peanut butter between two slices of bread.

9. Have the students practice interview techniques by taping interviews with each other; then invite a member of the community to class to be interviewed on some subject which interests the students.

10. Ask a member of the class to role play a character from a story, novel, or play. He is then interviewed by other members of the class.

11. Show and tell about an object or person. (This activity should not be limited to grade school children).

12. Have teams compete in "scavanger hunts" through reference books.

13. Have students develop individual projects associated with a particular sport or hobby, the project to involve reading, writing, speaking, and listening.

14. Divide the class into five groups. One group writes the names of five different characters to serve as hero or heroine, each one on a separate slip of paper, another group writes five names of characters to serve as villians, another five different settings, another five different problems, and five different solutions. No group is to be aware of another's inventions. Each group then draws a slip at random, getting a hero, a villian, a setting, a problem and a solution. They are to weave the five elements into a story to share with the other group.

15. Imaginary origins for:

    a. idiomatic expressions, e.g., don't stick your neck out, head in the clouds.

    b. multiple meanings of words, e.g., picked (up), pick (tool), pick (to dig).

    c. letter of the alphabet, e.g., why b and d are different.

16. Write literal stories using idions (ala Amelia Bedelia), e.g., dust the chairs, hit the ceiling, lost his voice, etc.

17. Parody of familiar story, e.g., "Goldie Bear and the Three Locks"

18. Origins ala Kipling's Just So Stories, "How the ..."

19. What can you do with a ... (rock, piece of string, etc.)

20. Tall Tales.

21. Draw and write description or directions for a new toy; a Rube Goldberg contraption.

22. Fun with Acronyms, e.g., why the North Union Travelers Society changed their name (NUTS).

23. Write directions for performing some common activity. Then teacher should act out the directions literally. There will probably be need for revision.

24. Connotations of words - write an article using negative words, positive words, neutral words. (same article)

25. Use comics to gain control over quotation marks.

26. Older shildren enjoy writing books (stories) for first graders. Use starter words.

27. Write definitions for known words or names of objects - begin by analyzing what a good definition consists of (a) class, (b) discriminating elements.

28. Write a paragraph at two extreme levels of abstraction, specific and general - compare effectiveness.

29. Rewrite a familiar tale using divergent thinking. What id ... e.g., What is all 3 Billy Goats' (Gruff) had been small?

30. Propagande - Begin by analyzing ads; write a persuasive ad for an imaginary article.

31. Descriptions - 4 to 6 pictures (or children in class) should be numbered and placed for all to see. Have children write a description of the one of their choice without naming it. Share descriptions to see if item can be identified. Discussion should lead to ideas for rewriting more specifically.

32. Sentence patterns - NP-VP: (ala Shufflebook) Use cards (5X8 if you want illustrations) and have pupils write NP's beginning with and on one side and verb phrases on the other. When the cards are shuffled, humorous sentences usually result.

Models from a variety of authors can also be a stimulus for getting students to write. Of course, one of the best models for stimulating writing is that done by students. The following suggestions from Mr. Hillerich should stimulate student writing in particular aspects or approaches to writing.

33. Particularly appealing paragraphs from children's literature, e.g., Henry Huggins' description, Junket's description. Discuss in terms of word choices, style, viewpoint, etc., i.e., why do we like this paragraph?

34. Similes, e.g., White Snow, Bright Snow (Duvoisin): "Automobiles looked like big fat raisins buried in the snow." Lead to children writing similes, e.g., As difficult as (finding a contact lens in a dark theater.)

35. Alliteration/rhythm, e.g., Burt Dow Deep Water Man (McClosky): "The giggling gull teetered on the tip of the tiller and laughed fit to split."

36. Creative combinations, e.g., Wishes, Lies, and Dreams (Kock): "I wish I had ... a coat of wishes a crowd of friendliness

37. Sensory words and rhyming couplets, e.g.,
With a hustling, bustling, rustling sound,
The wind chases leaves around the ground.

Since writing folders will be kept for each student throughout Middle School years, the following activities may prove helpful in motivating written expression by students. The same folder should be maintained at each grade level and then passed on to the next grade. The primary function of the folder is to help the student see his work as a whole. Personal experience, summaries of information, notes, spontaneous reactions to any event or subject, should all be part of the folder. The life of the student should be reflected in his writings. Writing is an art that progresses slowly. The folder will help the student realize the changes and maturation of his writing style and technique.

Again Mr. Hillerich offers some useful suggestions for building a language notebook or folder.

38. Just fun with words - rhyming names:
    a hard of hearing cook -- a deaf chef
    barber who cuts little boys' hair -- nipper clipper
    a gruesome tale -- gory story

39. Homophone fun: What do the following have in common?
    key maker and a Jewish delicatessen manager -- locks/lox
    rabbit and a writer -- tails/tales
    tiger and a minister -- preying/praying

40. Compound fun: Illustrate parts of compounds, e.g., did you ever see a board/walk, head/light, etc.

41. Invent new words for (a broken chair, a letter opened by mistake)

42. Sentence (paragraph) of the month: Examples where no one can find a better word or a better way to say what was said.

43. Connotation from sound (Syd Harris, 9-3-71): Are <u>sn</u> - words unpleasant? (sneer, snare, snob, etc.); <u>sl</u> - ? <u>sq</u> - ? Other?

44. Connotation of color words (Syd Harris): <u>white</u> (flag, livered); <u>black</u> (list, ball); red; yellow.

45. Haiku: a word picture of three lines (5, 7, 5 syllables) usually related to nature. (Example from grade 3):

    One little raindrop
    Fell down on a little leaf
    Others came to join.

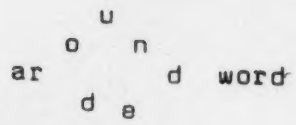
46. Cinquain:

Puppy	1 wd.	Title
Fluffy ball	2 wds.	Description
Frisky, wagging, jumping	3 wds.	Action
Partner and gentle pal	4 wds.	Feeling
Pet	1 wd.	Re-title

47. Silly Dilly: If I were a frog
    I'd live on a log.

48. Limerick:
    There once was a neighbor named Diz
    With a rocket that still had a fizz
        That rocket exploded
        Before the man knowed it
    Now nobody knows where he is.

49. Concrete ("Form") Poetry:



A well - pewing phrase.

50. Diamente:

Kitten	1 noun
fluffy, brown	2 adjectives
pawing, jumping, flopping	3 verbals
animal, friend, pet, pest	4 nouns
playing, stalking, sleeping	3 verbals
cuddly minature	2 adjectives
cat	1 noun

51. Palindromes (same forward and backward)

Words: mom, madam, etc.
Sentences: Was it a bar or a bat I saw?

52. Acrostics (word squares):
Borgmann, Tribune, 3-4-73

a p p l e
r e l a x
o r a t e
m i n e r
a l e r t

53. In addition to individual language logs, you might keep a class book of favorites - original and models. Children should always have the option to make changes or substitutions in their sample.

54. Newspapers, magazines, library books, provide a wealth of new ideas and materials. Have pupils aware of and looking for examples of:

Good descriptions
Unusual ways of saying things
Appropriate word choices
Proofreading errors (especially if humorous)
Slant or bias in writing
Propaganda techniques

55. Examine with children examples of clear, specific writing. Let them rewrite just the essence to see the difference good word-choice has made.

This example is from John Ciardi, Saturday Review, 11-6-71, p. 26.

Then suddenly--better than song for its instant--a hummingbird the color of green crushed velvet hovers in the throat of my favorite lily, a lovely high bloomer I got the bulbs for but not the name. The lily is a crest of white horns with red dots and red velvet tongues along the insides of the petals and with an odor that drowns the patio. The hummingbird darts in and out of each horn in turn, then hovers an instant, and disappears.

56. And we expect kids to Proofread!

From: Syd Harris, Daily News, 7-14-71

Around 1760, a number of the professors in Edinburgh University attempted to publish a work that would be a perfect specimen of typographical accuracy. Six experienced proof-readers were employed, who devoted hours to the reading of each page.

After it was thought to be perfect, it was pasted up in the hall of the university, and a reward of 50 pounds offered to anyone who could detect an error in it. Each page remained hanging for two weeks. When the work was issued, it was discovered that several errors had been committed - one of which was in the first line on the first page!

57. Finally, the comics afford a wealth of starters for language logs--

Tumbleweeds — *Malaprops*

HIT THE STREETS, PERCY! GET OUT THERE AND SELL NEWSPAPERS! THE PUBLIC CRAVES NEWS!
DESERT DENOUNCER
REMEMBER THE MOTTO OF THE DESERT DENOUNCER: "ALL THE NEWS THAT'S PRINT TO FIT"!
DENOUNCER
UH... "PRINT TO FIT"?
THE PAGE, BOY, THE PAGE! YA GET TOO MUCH NEWS ON THE PAGE IT SLOPS OVER THE EDGES! TOO LITTLE NEWS YA WASTE PAPER! THE NEWS HAS GOTTA FIT THE PAGE! (YA FOLLOWIN' ME, BOY?)...
AT A SAFE DISTANCE
1-17-72

Tumbleweeds — *Headlines / Slant*

STOP THE PRESSES! STOP THE PRESSES! I GOT A RED HOT ITEM!
DESERT DENOUNCER
LISTEN T'THIS, BOY!: "THE ARMADILLO EMERGES ONLY AT NIGHT AND PREYS UPON REPTILES AN' INSECTS"! GAD! WHAT A GREAT FILLER! I CAN SEE IT NOW, BLAZING ACROSS THE BOTTOM O' PAGE TWO, COLUMN TWO!... WHAT HUMAN INTEREST!
10-27-71
BUT, BOSS! WE DON'T NEED FILLERS! WE NEED FEATURE STORIES!
GREAT IDEA, BOY! I CAN SEE IT NOW, EMBLAZONED ACROSS THE TOP O' THE FRONT PAGE: "MAILED MIDNIGHT MARAUDER STRIKES AGAIN"! WHAT DRAMA!
MAMA MIA
DESERT DENOUNCER

Funky Winkerbean — *-Literal-*

IT'S REALLY HARD TO BELIEVE THAT SCHOOL IS JUST AROUND THE CORNER, LES!
I'LL SAY, FUNKY!
2-21-72
I THOUGHT IT WAS ON THE OTHER SIDE OF TOWN!

Tumbleweeds — *Levels of Usage -*

SIR: I FIND MYSELF A TRIFLE UNDER-PIZZAZZED DECOR-WISE. MIGHT I IMPOSE UPON YOU FOR A MODICUM OF PLUM-AGE FROM YOUR MULTI-QUILLED DIADEM?
NO, LOTSA LUCK, YOU MAY NOT BORROW A FEATHER FROM MY BONNET! NOW BEAT IT!
9-18-72

Writing Activities

A curriculum is worthless if the objectives cannot be used in the classroom. Our purpose for including appendixes of activities is to assist in the implementation of the objectives. We encourage Middle School teachers to include activities that they have found to be successful in the teaching of the objective contained in this curriculum.

The following activities were contributed by teachers from Upstate New Yrok at a recent State Department workshop. Participants were asked to submit successful ideas and practices in the teaching of writing.

1. Phyllis C. Lutes, Trumanburg: Start the students with the beginning sentence, "This morning when I looked in the mirror, I saw that I had turned into a _____." Suggest illustrations to accompany the composition.

2. Gail S. Moon, Baker High School: I have my students (after studying descriptive paragraphs) describe any teacher they have or any other student in the room without naming him or her. Then I read the compositions aloud and the students guess who the person is.

3. Michael Levy, Moravia High School: Ask the students to imagine themselves as inanimate objects and, through writing, trace the course of a day as this object. Another activity - ask students to use their first name to compose a title for a story. They must create their own title as well as develop a story for it.

4. Robin Rosoff, Dryden Junior-Senior High School: Successful activity: Ask students to look at a magazine picture for 30 seconds. Tell them to turn it over and jot down everything they remember seeing and then refer to the picture to check their powers of observation. Students then write a descriptive paragraph based on the picture and exchange writings with a neighbor who will try to visualize the scene. Then the picture is given to the neighbor who will check for the accuracy of the written description.

5. Carolyn Halladay, Dryden High School: Writing success: Each student filled in a piece of paper for a type of character, another piece of a different color for a setting, and a third colored piece for an object. All pieces are put in a bag or box. Then each student draws a strip of each color and writes a story using each of the original bits of information. The stories are shared orally.

6. Dorothy A. Banks, Cortland Junior High School: I spend a five or six week period on a "How to make _____" booklet, using the social studies curriculum on how the Iroquois makes things. In addition, we discuss organization in relation to a grocery store, the steps to building a home, the process of serving, etc.

7. William S. Whiting, Homer Central School: Start a story with a group of characters, setting, etc., and tell it up to a certain point, then turn it over to a student to continue. Switch from one to another until the story has reached a point of development at which it could be suspended. Ask the class to write a conclusion.

8. Bill Allen, Homer High School: After reading a novel or stort story, have the student choose a character who has died and write a letter from the ghost of the person to the world, giving his opinion of his fictional society.

9. Margaret M. Perfetti, Homer High School: After reading Hemingway's "Indian Camp", we discuss point of view and being six years old. I give then a common incident: Thev are riding a bike down the road with a dog following and ..... They write of what happens from the point of view of a 6 year old.

10. Marguerite Hammond, McGraw Central School: Distribute a series of controversial topics, such as, "Men are Superior", "School Should be Compulsory to Age 14 Only". Ask each student to write 3 clear, distinct ideas in order of ascending importance. The activity helps develop clear thinking and organization and can be fun.

11. Ann Ludwig, Newfield Central School: Successful assignment: Imagine that you are a parent. Your son or daughter has been arrested for drunken driving. What would you do?

12. Elizabeth A. Fagan, Sherburne-Earlville High School: To illustrate the difference between definition and description, I had two bicycles brought to class. Students were to define bicycle (one paragraph) and to describe each (two paragraphs).

13. Bonita Burgess, Tully High School: Take student errors from essays and rewrite for brevity, clarity. Compare before and after, using an opaque projector. Correcting errors of classmates is more effective than finding and correcting errors in an exercise from a book.

14. Lawrence E. Wink, Tully Central School: To emphasize economy of style, distribute an index card to each student. Ask students to write a description, on the card, of the first thing they saw when they woke up in the morning. The exercise can also be applied to character sketches, summaries, conflict, definition, etc.

15. Andrey Edelman, Ithica High School: Present an oversimplified paragraph that doesn't say much, for example, "Sonny and Cher are singers. They perform alot. They've had problems lately, but everyone still likes them." Ask the class how the paragraph can be improved. Rewrite the paragraph with the class.

Evaluation Symbols

The following symbols should be used to indicate strengths and weaknesses in student writing. While symbols provide teachers with a time-saving shorthand, this alone is insufficient for justifying their use. This abbreviated list presents the most common symbols, and purposely deletes those of a non-specific nature. Clear feedback for students is essential for writing developments; written explanations are therefore preferable to potentially vague symbols.

Strength or Weakness	Symbol
Spelling	Sp
Paragraph	¶
Capital	Cap
Sentence Fragment	Frag or Incomplete Sentence
Awkwardness	Awk or K (with explanation)
Wrong Word	WW
Repetition	Rep
Punctuation	Pct
Agreement	Agreement (with explanation)
Run-on	Run-on
Verb Tense	Tense

Learning Principles Based on Research

Stimulus-response, cognitive, and social learning theories all have something to offer a teacher. Listed below are typical principles emphasized in each of the domains. Hilgard and Bower's, Theories of Learning, (4th edition) is recommended for those wishing the appropriate background in psychological research.

A. Principles emphasized within S-R theory.

1. The learner should be active, rather than a passive listener or viewer. The S-R theory emphasizes the significance of the learner's responses, and "learning by doing" is still an acceptable slogan.

2. Frequency of repetition is still important in acquiring skill, and in bringing enough overlearning to guarantee retention. One does not learn to type, or to play the piano, or to speak a foreign language, without some repetitive practice.

3. Reinforcement is important; that is, repetition should be under arrangements in which desirable or correct responses are rewarded. While there are some lingering questions over details, it is generally found that positive reinforcements (rewards, successes) are to be preferred to negative reinforcements (punishments, failures).

4. Generalization and discrimination suggest the importance of practice in varied contexts, so that learning will become (or remain) appropriate to a wider (or more restricted) range of stimuli.

5. Novelty in behavior can be enhanced through imitation of models, through cueing, through "shaping", and is not inconsistent with a liberalized S-R approach to learning.

6. Drive conditions are important in learning, but not all personal-social motives conform to the drive-reduction principles based on food-deprivation experiments. Issues concerning drives exist within S-R theory; at a practical level, it may be taken for granted that motivational conditions are important.

7. Conflicts and frustrations arise inevitably in the process of learning difficulty discriminations and in social situations in which irrelevant motives may be aroused. Hence these have to be recognized and provision made for their resolution or accommodation.

B. Principles emphasized within cognitive theory.

1. The perceptual features according to which the problem is displayed to the learner are important conditions of learning (figure-ground relations, directional signs, "what-leads-to-what," organic interrelatedness). Hence a learning problem should be so structured and presented that the essential features are open to the inspection of the learner.

2. The organization of knowledge should be an essential concern of the teacher or educational planner. Thus the direction from simple to complex is not from arbitrary, meaningless parts to meaningful wholes, but is from simplified wholes to more complex wholes. The part-whole problem is therefore an organizational problem, and cannot be dealt with apart from a theory of how complexity is patterned. Also, studies of cognitive growth inform us that the appropriate organization of knowledge may depend on the developmental level of the learner.

3. Learning with understanding is more permenent and more transferable than rote learning or learning by formula. Expressed in this form, the statement belongs in cognitive theory, but S-R theories make a related emphasis on the importance of meaningfulness in learning and retention.

4. Cognitive feedback confirms correct knowledge and corrects faulty learning. The notion is that the learner tries something provisionally and then accepts or rejects what he does on the basis of its consequences. This is, of course, the cognitive equivalent of reinforcement in S-R theory, but cognitive, theory tends to place more emphasis on a kind of hypothesis-testing through feedback.

5. Goal-setting by the learner is important as motivation for learning, and his successes and failures are determiners of how he sets future goals.

6. Divergent thinking, which leads to inventive solutions of problems or to the creation of novel and valued products, is to be nurtured along with convergent thinking, which leads to logically correct answers. Such divergent thinking requires appropriate support (feedback) for the person's tentative efforts at originality so that he may perceive himself as potentially creative.

C. Principles from motivation, personality, and social psychology.

1. The learner's abilities are important, and provisions have to be made for the slower and the more rapid learners, and for those with specialized abilities.

2. Postnatal development may be as important as hereditary and congenital determiners of ability and interest. Hence the learner must be understood in terms both of inherent maturational factors and of special influences that have shaped his development.

3. Learning is culturally relative, and both the wider culture and the subculture to which the learner belongs may affect his learning.

4. Anxiety level of the individual learner may determine whether certain kinds of encouragements to learn will have beneficial or detrimental effects. The generalization appears justified that with some kinds of tasks high-anxiety learners perform better if not reminded of how well (or poorly) they are doing, while low-anxiety learners do better if they are interrupted with comments on their progress.

5. The same objective situation may tap appropriate motives for one learner and not for another, as, for example, in the contrast between

those motivated by affiliation and those motivated by achievement.

6. The organization of motives and values within the individual is relavant. Some long-range goals affect short-range activities. Thus college students of equal ability may be better in courses perceived as relevant to their majors than in those perceived as irrelevant.

7. Self-esteem and its related manifestations (self-confidence, level of aspiration, self-awareness) cannot be overlooked.

8. The group atmosphere of learning (competition verses cooperation, authoritarianism versus democracy, individual isolation verses group identification) will affect satisfaction in learning as well as the products of learning.

If one reviews such a list of suggestions as the foregoing, it becomes apparent that laboratory knowledge does not lead automatically to its own applications. Any teacher reading the list will say: "How can I do these desirable things, with the many pupils in my classes, and with the many demands upon me?" Or even: "How would I do it if I had only a single student or tutor?" As in the development of any technology, further steps are needed between the pure science stage and the ready application of what has been found out.

Sample Spelling Unit
Inductive Approach for Rules 1 & 2
Currently used in 8th grade

English 8
Sounds and Spelling (Pretest)
Mr. Fibiger

Some of the words below are real, and others are made up. In the blanks to the right of each one, write first the -ing spelling for the word and next the -ed spelling. Look at the two samples before starting our on your own!

	-ING	-ED
bore	boring	bored
bar	barring	barred
1. shote	_____	_____
2. crep	_____	_____
3. pass	_____	_____
4. tid	_____	_____
5. tune	_____	_____
6. shot	_____	_____
7. pace	_____	_____
8. crepe	_____	_____
9. tun	_____	_____
10. tide	_____	_____

English 8
Sounds and Spelling
Mr. Fibiger

A. For the 5 "words" below, use any method you can to show how the words should be pronounced. This is not as easy as you think; so THINK! (hint: anyone reading your answer should end up pronouncing the word EXACTLY as you do.)

1. THRISINE

2. RYOLLANGE

3. THUTHE

4. ENTRADEES

5. BLOUGHT

B. Now, do the same for the next words.

1. TOUGH
2. THROUGH
3. THOUGH
4. THOUGHT
5. THOU
6. SHOULD
7. GOULD
8. POUR

1. leaf
2. peek
3. ski
4. be
5. receive
6. pier

C. Write down at least two things you've observed about Sounds and Spelling from doing this exercise. (think about example B especially)

1.

2.

3.

English 8
Sounds and Spelling
Mr. Fibiger

Check out the words below:

slur	mar	call	toss
slurring	marring	calling	tossing
slurred	marred	called	tossed
cure	care	scale	code
curing	caring	scaling	coding
cured	cared	scaled	coded

What is the difference between each pair of underlined vowels below? Write out the sounds, so that the differences can be seen.

ur_____	ar_____	all_____	oss _____
ure _____	are _____	ale _____	ode _____
urring ____	arring ____	alling _____	ossing _____
uring _____	aring _____	aling _____	*osing _____
urred ____	arred _____	alled _____	ossed _____
ured _____	ared _____	aled _____	osed _____

Check with your teacher before taking the next part.

A. Now, as best you can, make up a rule that works for spelling the -ing and -ed forms of single syllable words ending in a single consonant preceded by a single vowel (like "slur" and "mar").

B. Now, make up a rule that works for single syllable words ending with a vowel and a double consonant. (like "call" and "toss").

C. Last, make up a rule that works for single syllable words ending with a vowel, a consonant, and then the letter "e". (like "cure", "care", "scale", and "code").

In the remaining space, try out your rules on the following words:

mate guess owe *get stop guage

Englsih 8
Sounds and Spelling (Unit Test)
Mr. Fibiger

Some of the words below are real and others are made up. In the blanks to the right of each one, write first the -ing spelling for the word, and next the -ed spelling. Look at the 2 samples before starting out on your own.

	-ING	-ED
TUNE	TUNING	TUNED
TUN	TUNNING	TUNNED
1. crep	_____	_____
2. blug	_____	_____
3. dure	_____	_____
4. can	_____	_____
5. miss	_____	_____
6. hame	_____	_____
7. peck	_____	_____
8. ine	_____	_____
9. pode	_____	_____
10. dur	_____	_____
11. race	_____	_____
12. fole	_____	_____
13. ham	_____	_____
14. crepe	_____	_____
15. foll	_____	_____
16. cane	_____	_____
17. bluge	_____	_____
18. in	_____	_____
19. rass	_____	_____
20. tid	_____	_____
21. miss	_____	_____
22. cope	_____	_____
23. piece	_____	_____

An interdisciplinary unit developed by W. Fibiger, J. Brown, M. Malikow, and W. Craige involving many writing skills.

U-CAN

You are going to create a nation!

In this activity, each homeroom becomes an independent working group. Work is done in separate homerooms and teachers do the rotating from class to class. Each homeroom has the responsibility of CREATING a nation, locating it somewhere on the globe, giving it a history, language, government, technology, social structure, etc., mapping it according to proper cartographic technique, and considering its economy. Sub-groups, of course, must be formed to accomplish some of the group's goals. In addition, further activities may be devised and carried out by the group.

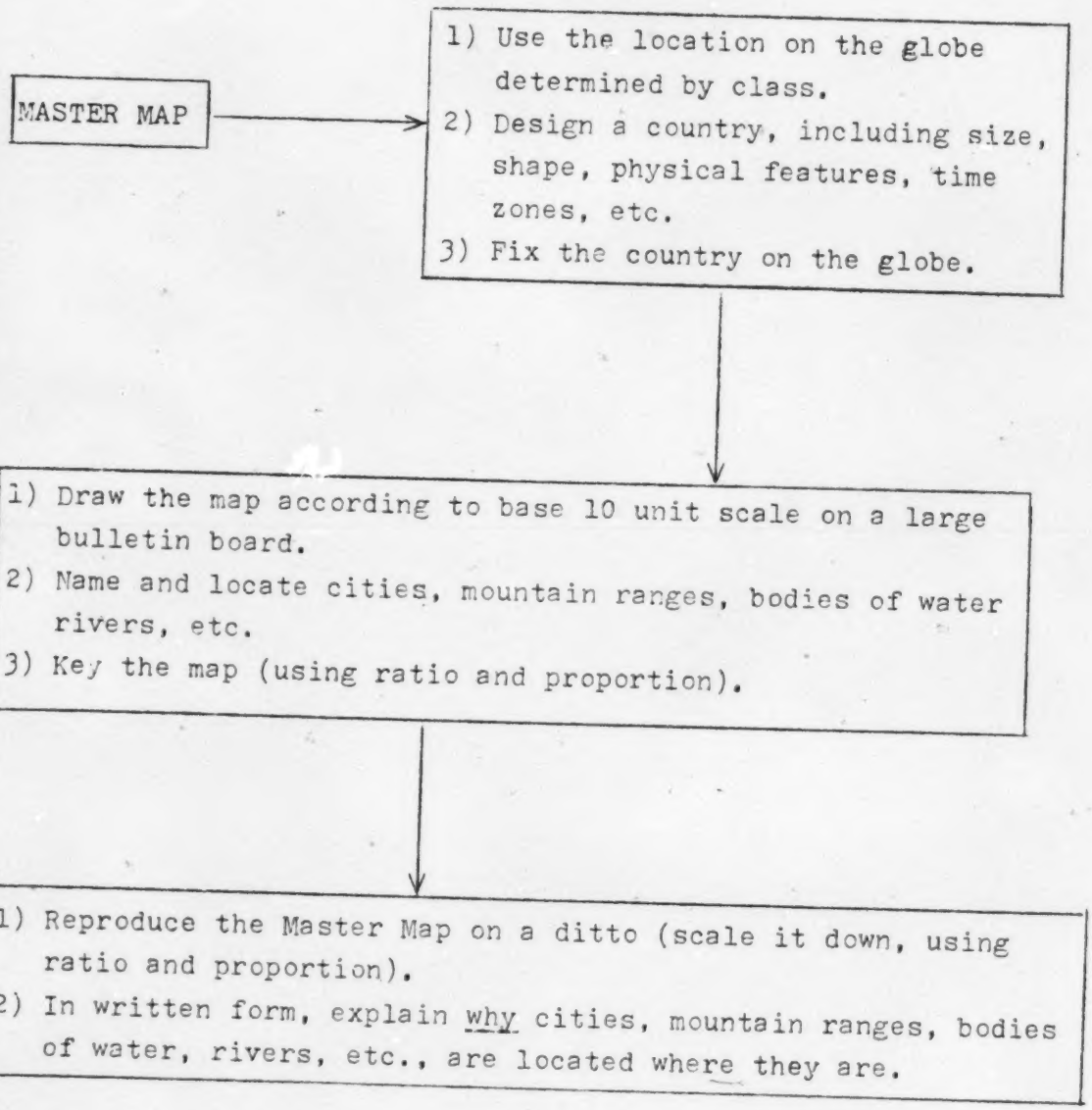
BASIC AREAS OF STUDY

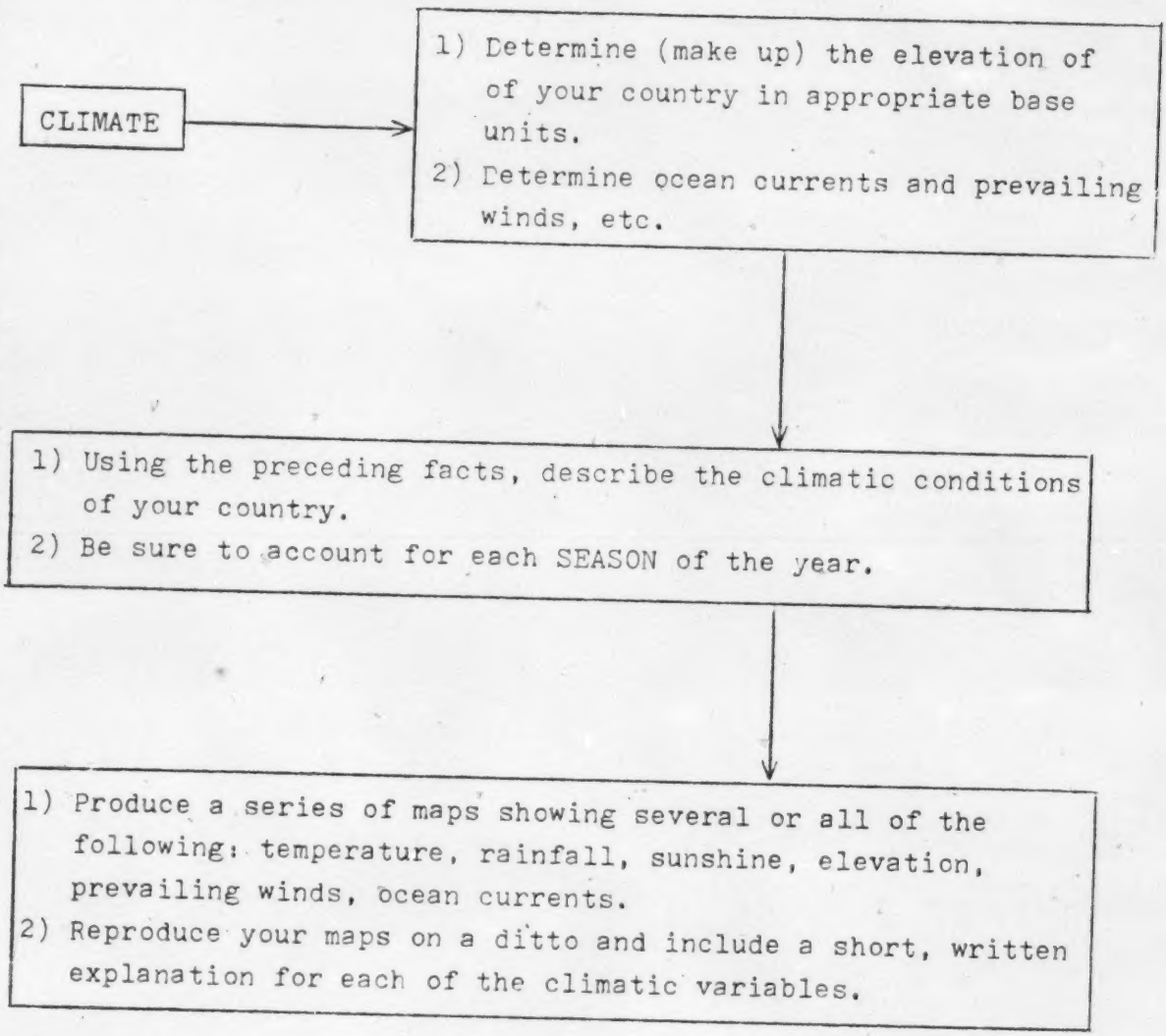
Science: weather and climate; topography; cartography; measurement, time, and money systems; diet and health; population; husbandry; ecology; astronomy

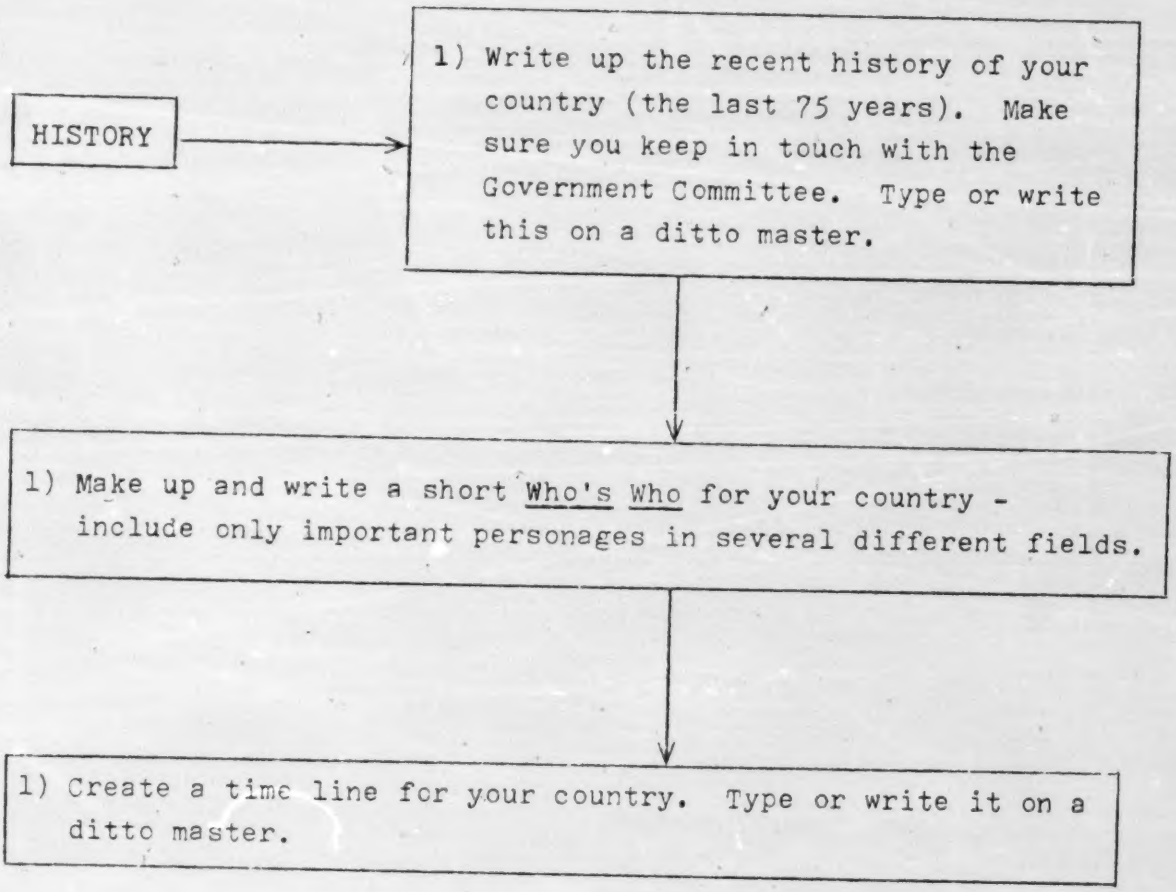
Math: ratio and proportion (scale-drawing); measurement, time, and money systems; base system; per cents

Social Studies: origins, history, government, social strata, economics, law, foreign policy (internal and external defense), Civil Liberties, customs, dress

English: language dialects, alphabet, literature, authors, newspapers, symbolism, media (advertising)


MASTER MAP
1) Use the location on the globe determined by class.
2) Design a country, including size, shape, physical features, time zones, etc.
3) Fix the country on the globe.
1) Draw the map according to base 10 unit scale on a large bulletin board.
2) Name and locate cities, mountain ranges, bodies of water rivers, etc.
3) Key the map (using ratio and proportion).
1) Reproduce the Master Map on a ditto (scale it down, using ratio and proportion).
2) In written form, explain why cities, mountain ranges, bodies of water, rivers, etc., are located where they are.


CLIMATE
1) Determine (make up) the elevation of of your country in appropriate base units.
2) Determine ocean currents and prevailing winds, etc.
1) Using the preceding facts, describe the climatic conditions of your country.
2) Be sure to account for each SEASON of the year.
1) Produce a series of maps showing several or all of the following: temperature, rainfall, sunshine, elevation, prevailing winds, ocean currents.
2) Reproduce your maps on a ditto and include a short, written explanation for each of the climatic variables.


HISTORY
1) Write up the recent history of your country (the last 75 years). Make sure you keep in touch with the Government Committee. Type or write this on a ditto master.
1) Make up and write a short Who's Who for your country - include only important personages in several different fields.
1) Create a time line for your country. Type or write it on a ditto master.

ECONOMY

1) Determine the agricultural (farming) and technological (manufacturing) status of your country.
2) Designate natural resources on a scale map of your country. Think of such things as: petroleum, water, lumber, wind, animals, fish, salt, granite, marble, quartz, limestone, etc.

1) Determine how large a role the government plays in regulating the economy.
2) Any resources NOT available in your country, but still NECESSARY to the country, must be <u>imported</u>. Be sure to indicate where such resources came from.
3) On a chart or graph, indicate imports and exports.

1) Determine and describe the "balance of trade" between your country and other countries. Write it up as a newspaper article and type or print it on a ditto master.

GOVERNMENT: CONSTITUTION

1) Decide what kind of government your country will have. Will it be a democracy, monarchy, oligarchy, dictatorship, totalitarian state or possibl an anarchy?

1) Make up and write out your country's constitution (being sure to include the hierarchy). If your country has no constitution, describe how it runs.

1) Make a scaled map showing political boundaries (like states, provinces, etc.) Copy it onto a ditto master.

MEASUREMENT →

1) Find the area and perimeter of your country, in base units of your choice (for example, base 6, base 8, but not base 10).

↓

1) Develop a monetary system in accordance with your country's base system. Be sure to give names to all monetary units (but not common names like "nickel", "dime", etc. Make up the names.)

↓

1) Make a small-scale map of the country using your base units. Include distances between cities and other points of interest in a short, written summary.

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Note: Books marked with an asterisk will be included in the professional libraries in each Middle School.

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